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ABSTRACT

This paper outlines the Callaway Action Plan for an Effective School (CAPES), a three year plan of action designed to produce the following characteristics of an "effective school": (1) administrative leadership; (2) instructional focus; (3) an orderly, safe environment; (4) high teacher expectations of students; and (5) the use of measures of pupil achievement as the basis for program evaluation. First, the conditions at Callaway High School in Jackson, Mississippi, which gave rise to the development of this plan, are described in terms of student needs, staff growth, and parental involvement. Next, goals, objectives, methods, timing, responsibility, and evaluation are detailed. A budget is included, as well as four appendices which comprise fifty percent of the document: (1) an outline for the collection of data for a study on organizational climate at Callaway High School; (2) a report of collected data; (3) the questionnaire used to collect data presented in the study; and (4) a letter sent to parents asking them to encourage their children to complete homework assignments. (KH)

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CALLAWAY ACTION PLAN FOR AN EFFECTIVE SCHOOL

Callaway High School
Jackson, Mississippi

by

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et al

Jackson Municipal Separate School District
August 1983

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FOREWORD

The Callaway Action Plan for an Effective School (CAPES) is the result of individual and collective commitment to excellence in education. The faculty, staff, and administration of Callaway High School are intent on making a positive impact upon the learning of students who attend CHS. In doing so, the Plan is an attempt to enhance the on-going efforts of the Jackson Municipal Separate School District. The district's program of instructional management, known as the Common Body of Knowledge or CBOK, is an essential component of CAPES.

CAPES revolves around the School Effectiveness Model, the identification of school weaknesses or "needs" within the areas of school climate, implementation of CBOK, and inservice experiences at the school site involving research-based instructional practices such as mastery learning. CAPES is more than the aforementioned emphases, and, in the end, is witness to the following maxim:

> The difference between an effective school and an ineffective school is that the former emphasizes academic learning . . .

In effecting increased student learning at Callaway High School, support is sought and welcomed from the parents, students, and patrons of CHS. We trust the Board of Trustees of the Jackson Public Schools, Superintendent Robert Fortenberry, Assistant Superintendent Dan Merritt, and all other interested parties will assist us in our endeavors.

GSM

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The task (of improving schools) necessitates a heightening of staff awareness of the effective school principles, willingness of the staff to analyze the needs of their school in light of these principles, and commitment by the staff to change the inappropriate norms, policies, and practices that have contributed to the underachievement of their students.

--Larkin

CALLAWAY ACTION PLAN FOR AN EFFECTIVE SCHOOL

Callaway High School
Jackson, Mississippi

Background

The Callaway Action Plan for an Effective School (CAPES) is a three year plan of action designed to produce the characteristics of an "effective school" as researched by Edmonds (1979, 1982, Note 1) and others. These characteristics are five: (a) administrative leadership, (b) instructional focus, (c) orderly, safe environment, (d) high teacher expectations of students, and (e) use of measures of pupil achievement as the basis for program evaluation. Kelley's (1980) areas of school climate provide the framework for data collection and assessment of "needs." These areas number five: (a) student achievement, (b) student activities, (c) student conduct, (d) growth of professional staff, and (e) parental involvement.

Of primary importance to both the School Effectiveness Model and studies of school climate is the improvement of student achievement. Writes Edmonds (1982), "Educators have become increasingly convinced that the characteristics of schools are important determinants of academic achievement" (p. 4). Anderson (1982) further elaborates:

> "Effective schools" studies showed that those schools that stated their goal to be achievement. . .had better test scores, regardless of the school's community and economic base. (p. 39)

As regards school climate, Lawrence (Note 2) points out, that, "The main goal of school climate is to raise the achievement level of students." Efforts will be made in each of the areas of school climate as determined by "needs"; however, the main goal or mission of CAPES will be to improve student learning.

New School Administration

On April 19, 1983, the Board of Trustees of the Jackson Municipal Separate School District appointed a new principal of Callaway High School. On May 3, the new school administration initiated a study of organizational climate (see Appendix A) for the school of nearly 1,100 students. The five climate concerns listed above were the objects of data collection. Different faculty members were assigned various tasks in order to formulate A Report of Collected Data (see Appendix B).

Prior to the completion of the climate study, a survey of faculty opinion was conducted at Callaway on April 29, 1983 (see Appendix C). At that time, 94% of the faculty indicated "Agreement" to "Strong Agreement" regarding the following definition of school climate (see Item 1 on QUESTIONNAIRE):

> The prevailing or normative conditions which we seek to be relatively enduring over time and which can be used to distinguish our environment from another. (cf. Kelley, 1980, p. 2)

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Other items on the QUESTIONNAIRE reveal the beliefs and attitudes of the faculty as regards issues of educational importance, especially those of relevance to the "more effective schools" research of Edmonds (1979). Of significance here is Kelley's (1980) contention that in order for theory to be translated into practice, 80% of a group must deem "change" to be necessary within the environment. Edmonds' "correlates" of effective schools are imbedded within the QUESTIONNAIRE (see Items 5, 10, 16, 17, and 18). Eighty percent or more of the faculty responded in a "pro" positive way to each of the five correlates of effective schooling. One question to be examined at the culmination of this plan is: "Do Edmonds' correlates produce a positive impact upon student achievement when adapted to an urban public high school?"

"Needs Assessment"

In "An Introductory Note" (see Appendix B, p. 1), it was suggested that the discrepancies existing between the beliefs and attitudes of Callaway faculty members (QUESTIONNAIRE) and current prevailing conditions (study of organizational climate) represented, in at least a micro-sense, the "needs" of the school, i.e., the difference between what "should be" and "what is."

Student Achievement. In the first of Kelley's areas of climate concern, i.e., student achievement, students enrolled at Callaway High School were well below the national average on the following standardized tests during each of the last three school years (1980-1981, 1981-1982, 1982-1983): (a) Differential Aptitude Tests (DAT), (b) American College Test (ACT), and (c) Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). In particular, the English and mathematical abilities of students were found to be on the decline. (See Appendix B, pp. 1, 2, and 3 for actual percentile information; see also Appendix B, p. 9, Notes (1), (2), and (3) for brief descriptions of test content.)

An examination of the grade point average (GPA) for Callaway students reveals a lack of student performance where, for example, tenth grade students have declined for three consecutive school years in the academic and combined curricula. During no year did tenth graders perform better than "D+" in the academic curriculum consisting of English, mathematics, social studies, and science. Eleventh grade students, for the last three consecutive school years, have not performed much better than when enrolled in the tenth grade. In the academic curriculum offered by the school, these students have exhibited a declining "D+" average in 1980-81, 1981-82, and 1982-83, though surpassing tenth grade performance two of the three years in the elective offerings. Twelfth grade students managed to perform at a "C-" level in the academic areas during the 1980-81 school year, yet dropped off to a "D+" average during the next two successive school years. The combined curriculum (i.e., a combination of English, mathematics, social studies, science, and all other offerings of the school and school system) has resulted in a "C-" average for each of the last three school years.

It is obvious that the data collected in the area of student achievement are at odds with the beliefs and attitudes of Callaway faculty members. QUESTIONNAIRE items 5, 8, 9, 10, and 16 demonstrate this fact (see Appendix C). High expectations, development of cognitive competence, a belief that

students can learn most of what they are taught, and the notion that acquisition of "basic skills" is an important goal for high schools to foster all point to a discrepancy between faculty beliefs and attitudes and the prevailing or normative conditions at the present time.

Student Activities. Participation by students in athletics, self-government, and organizations does not appear to constitute a "need" for the school. Besides a number of athletic teams which compete against comparable Mississippi high schools, Callaway students have chosen to participate in two intramural sports as well. Approximately 282 students have chosen to be candidates for various student government positions over the course of the last three school years, i.e., 1980-81, 1981-82, and 1982-83. And, membership in student organizations has been acceptable. (See Appendix B, pp. 4, 5, and 6.)

Student Conduct. The number of one-to-five day suspensions has decreased each of the last two school years since the 1980-81 school year. Suspensions of six to 20 days in length have remained minimal for each of the last three school years (i.e., 7, 8, and 3). Suspensions of 20 days or more have numbered 0, 1, and 1 for 1980-81, 1981-82, and 1982-83 respectively. Expulsions have decreased for each of the last three school years numbering 6, 2, and 1.

In a relative sense, Callaway High School ranked third lowest of seven high schools in the number of one-to-five day suspensions (i.e., 71). The highest number of one-to-five day suspensions for a Jackson Public High School was 245; the lowest number was 18 (cf. The Clarion-Ledger, 1983). Whereas the number of suspensions has declined, improvement in this climate area can be further effected. The QUESTIONNAIRE (Appendix C) reveals that 100% of the faculty "Agrees" to "Strongly Agrees" that:

> Schools which attain high levels of student achievement have teachers and administrators who have a strong commitment to high expectations for students in terms of personal conduct and learning. (cf. Item 5)

Further evidence of the faculty's attitude towards student conduct is made apparent by the QUESTIONNAIRE and the unanimous agreement of the faculty as to the following:

> The student, as primary cause of his or her own learning, shares with the teacher responsibility for the total teaching/learning act.1 (cf. Item 4)

The above definition of "student causality of learning" demonstrates the following notion as put forth by Gulley (1964):

> By virtue of his human nature, the student possesses the power of self-determination and, therefore, can decide whether or not he will permit himself to be taught. (see Note 3)

See Appendix B, page 6, for data relevant to suspensions/expulsions as well as average daily attendance.

Growth of Professional Staff. A review of the data collected in the area of professional development finds the number of inservice points attributed to the Callaway faculty to be increasing yearly. A three year average reveals 70.97 points. During the same period of time, an average of 63 points was earned by six other senior high schools (and the Career Development Center) throughout the Jackson Municipal Separate School District.2 A continuous increase in inservice educational experiences is desirable for teaching professionals. Items 3, 6, 7, and 11 on the QUESTIONNAIRE would seem to confirm the need for on-going professional development. One item suggests:

> Most teachers, guidance counselors, administrators, and other instructional support personnel want to learn new ways of looking at and performing their jobs. (cf. Item 11)

Eighty-one percent of the faculty indicated "Agreement" to "Strong Agreement" on the above item.

Appendix B, page 7, reveals the degrees held by professional staff members. Almost 75% of the staff hold at least a Master's degree. Slightly more than 7% hold the Specialist in Education degree with over 16% having AAA certification (State of Mississippi) but lacking the Specialist degree.

Parental Involvement. Membership in the Parent-Teacher-Student Association for the last three school years has averaged 180. For numbers relating to the school years 1980-81, 1981-82, and 1982-83, respectively, see Appendix B, page 7. Past and present officers of the P.T.S.A. have recently indicated a "need" to increase the level of parent involvement at Callaway High School (see Note 4).

With only approximately 16% of the eligible parents taking part in P.T.S.A. activities, it would seem in the best interest of the students for the school to make efforts to increase the actual involvement of the community in Callaway-related activities, especially those consistent with the main mission of the school, i.e., improved student learning.

As regards the importance of the home in school learning, the QUESTIONNAIRE revealed that 96% of the faculty "Agreed" to "Strongly Agreed" to the following:

> A consistent emphasis on homework and study is important in improving the quality of learning in a school. (cf. Item 15)

A recent study of schooling in America urges parents to:

> . . .help your children understand that excellence in education cannot be achieved without intellectual and moral integrity coupled with hard work and commitment. Children will look to their parents and teachers as models of such virtues. (National Commission on Excellence in Education, 1983, p. 35)

Rationale

The rationale upon which CAPES is founded concerns the need to exact a "more effective school." Data collected for the climate study (see Appendix A) demonstrate this central need. Students at Callaway High School are performing much below their "perceived" potential. As an organization, the high school must be able to respond to this challenge or be content with less-than-mediocre academic achievement. Concern about "the widespread public perception that something is seriously remiss in our educational system" (cf. National Commission, 1983, p. 1) cannot be limited to a single school such as Callaway, but can be generalized to the whole state of public education. As educators, the faculty, staff, and administration of Callaway High School must be concerned with improving not only the public perception of the school, but indeed the "reality" of its success.

In order to bring the reality of effective schooling to Callaway, it will be necessary to promote a number of objectives simultaneously. These objectives are subsumed under the five characteristics or correlates of effective schools as identified by Edmonds (1982). The characteristics or correlates follow:

(1) The principal's leadership and attention to the quality of instruction;

(2) A pervasive and broadly understood instructional focus, e.g., the Common Body of Knowledge (CBOK);

(3) An orderly, safe climate conducive to teaching and learning;

(4) Teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery; and

(5) Use of measures of pupil achievement as the basis for program evaluation.

Each of the above characteristics or "correlates" of an effective school will be considered the major goals of Callaway High School. However, each requires a set of "enabling objectives" (based on identified needs) in order to accomplish the goals. These goals are found restated and the enabling objectives identified in the following section.

Goals/Enabling Objectives

GOAL ONE

TO FACILITATE THE PRINCIPAL'S LEADERSHIP AND ATTENTION TO THE QUALITY OF INSTRUCTION.

Enabling Objectives. With student achievement either declining or stagnating at Callaway High School for each of the last three school years in each of three grade levels on (a) nationally-recognized standards of performance, and (b) teacher-assigned grades, it is incumbent upon the instructional leader of the school to:

(1) Provide inservice training for the entire faculty in the areas of planning, implementing, and evaluating instruction (see QUESTIONNAIRE Items 3 and 11);

(2) Exact an environment characterized by "academic press" (Murphy et al., 1982) (see QUESTIONNAIRE Items 6 and 8);

(3) Enhance time-on-task, i.e., minutes actually spent during the school day on academic learning (American Association of School Administrators, 1982) (see QUESTIONNAIRE Item 2);

(4) Monitor the implementation of the "Common Body of Knowledge" (CBOK)3, i.e., a set of common knowledge and skills to be taught to all students;

(5) Spend most of his time out in the school--frequently in classrooms (see QUESTIONNAIRE Item 17);

(6) Identify and diagnose instructional problems;

(7) Offer alternative ways to teach effectively; and

(8) Communicate the school's focus and instructional program to others, i.e., faculty, students, parents, and community-at-large.

GOAL TWO

TO PROVIDE A PERVASIVE AND BROADLY UNDERSTOOD INSTRUCTIONAL FOCUS, E.G., THE COMMON BODY OF KNOWLEDGE.

Enabling Objectives. So as to better communicate to all interested parties the primary focus of Callaway High School (i.e., improved student learning) as well as improve the achievement of its students in previously identified areas of need, i.e., English and mathematics, it is important that the school undertake to:

(9) Inform the community of on-going efforts at the building site to improve instruction and learning;

(10) Post slogans about the school stating the primary focus or mission of the school (e.g., "The difference between an effective school and an ineffective school is that the former emphasizes learning.");

(11) Exhibit exemplary student work in the different subjects, especially those in the "basic skills," i.e., English and mathematics.

(12) Recognize personal/academic excellence;

(13) Initiate school assemblies which would emphasize academic accomplishment and competition; and

(14) Provide a high quality of instruction, especially in the areas of English and mathematics for Callaway students via the provision of (a) clearly defined content and objectives for instruction (CBOK), (b) sufficient time for student mastery (via "learning correctives"), and (c) use of criterion-referenced "formative" and "summative" evaluation techniques (Bloom, 1968; Carroll, 1963) (see QUESTIONNAIRE Item 16).

GOAL THREE

TO MAINTAIN AN ORDERLY, SAFE CLIMATE CONDUCIVE TO TEACHING AND LEARNING.

Enabling Objectives. Item 14 on the QUESTIONNAIRE (see Appendix C) reads: "Educators should look to a student's intentions rather than to a student's deeds." Over half (55%) of the Callaway faculty "Disagrees" to "Strongly Disagrees" with this statement. In order to effect an orderly, safe climate, evidence of desirous student conduct (i.e., deeds) should be reflected in the school's efforts to:

(15) Foster positive feelings among students regarding their learning (see QUESTIONNAIRE Item 9);

(16) Encourage teachers to take responsibility for all students, all the time, everywhere in the school;

(17) Identify and correct "signs" of facility neglect;

(18) Make known school standards of student behavior throughout the school and community, i.e., Callaway Code of Conduct; and

(19) Emphasize individual classroom "norms" of student conduct.

GOAL FOUR

TO FOSTER TEACHER BEHAVIORS THAT CONVEY THE EXPECTATION THAT ALL STUDENTS ARE EXPECTED TO OBTAIN AT LEAST MINIMUM MASTERY.

Enabling Objectives. Interpreting the low achievement of CHS students, it is important for the instructional staff to:

(20) Believe that most students can learn most of what we teach them (Bloom, 1968; Shoemaker & Fraser, 1981) (see QUESTIONNAIRE Item 10);

(21) Increase time-on-task in the classroom (Levin & Long, 1981) (see QUESTIONNAIRE Item 2); avoid "downtime," i.e., time when students have nothing to do or are not sure about what they are supposed to be doing (see Note 5);

(22) Employ mastery-based instructional approaches which utilize "feedback-corrective" techniques, especially in the areas of identified school weaknesses, i.e., English and mathematics (see Block, 1971; Bloom, 1968; Mathews, 1983);

(23) Implement the Common Body of Knowledge4;

(24) Design course syllabi, based on CBOK, so to plan, implement, and evaluate instruction, especially in the "needs" areas of English and mathematics (cf. Mathews, 1980);

(25) Emphasize homework5 as a component of "academic press" and "extended time"6;

(26) Activate the concept of "random recitation" (Edmonds, 1982) into classroom practice, i.e., expecting all students to know the answer when asked and ensuring that all are questioned over time; and

(27) Communicate with parents regarding the learning progress of their children.

GOAL FIVE

TO USE MEASURES OF PUPIL ACHIEVEMENT AS THE BASIS FOR PROGRAM EVALUATION.

Enabling Objectives. As noted previously, deficiencies presently exist as regards student achievement on standardized tests.7 In addition, it is obvious that students at CHS are not performing adequately on teacher-made tests. In order to correct these current conditions, it is necessary for the faculty and administration to:

(28) Discuss the value of testing and the proper administration, interpretation, and use of test data:

(29) Sensitize students as to the role of evaluation in school and society as well as to the "test-taking" skills required of individuals; and

(30) Implement a more useful program of student assessment as a basis for program evaluation, especially in the academic areas of CBOK (i.e., English, mathematics, social studies, and science) via (a) "anticipated achievement" testing,8 and (b) teacher-made and/or district-developed tests based on CBOK, i.e., criterion-referenced evaluation.

Support Activities for Enabling Objectives

GOAL ONE: ADMINISTRATIVE LEADERSHIP

Enabling Objective (Descriptor)	Support Activity	Responsible Party	When
(1) Inservice Training	1. Extension of 30-minute mini-inservice sessions and provision of in-depth experiences in (a) Carroll's Model of School Learning (1963), (b) Time Use in School, (c) CBOK, (d) Mastery Learning (Bloom, 1968), (e) instructional psychology (Hymel, 1977; Hunter & Russell, 1977), (f) administration, interpretation, and use of test data, i.e., both norm- and criterion-referenced	Principal; Instructional Assistant; Consultants	On-Going beginning Fall, 1983-1984 SY

Enabling Objective (Descriptor)	Support Activity	Responsible Party	When
(2) "Academic Press"	2. Formulation of school policies, practices, expectations, norms, and rewards which express concern for student achievement on a school-wide basis (Murphy, et al., 1982), e.g., standard guidelines re: (a) lunch procedures, (b) tardiness, (c) student passes, (d) assemblies (e) student rewards, (f) teacher rewards, (g) discipline-in-general	Principal; Shared Governance Committee; P.T.S.A.; Student Government	O-G 1983-84, 1984-85, 1985-86
(3) Time-On-Task	3. Provision of inservice on topic of Time Use in School (cf. Support Activity 1b); Observation of classrooms; Supervision of school calendar of events	Principal; Assistant Principals	O-G
(4) Monitor CBOK	4. Use of lesson plans designed to complement CBOK; Evaluation of course syllabi as developed by teachers to enhance CBOK; Formal evaluation procedures as approved by the Jackson Public Schools; Informal observation of classrooms	Principal; Assistant Principals; Instructional Assistant (not involved in formal evaluation)	O-G
(5) Visibility	5. Appearance on a routine basis throughout the complex, especially in classrooms	Principal; Assistant Principals	O-G
(6) Instructional Problems	6. Observation of classroom instruction; Evaluation of instruction, i.e., planning, implementing, evaluating; "Targeting" inservice according to "needs"	Principal; Assistant Principals	O-G

Enabling Objective (Descriptor)	Support Activity	Responsible Party	When
(7) Alternative Ways to Teach	7. Provision of inservice activities, especially those related to (a) Mastery Learning, (b) Hunter's Seven Teaching Steps, (c) instructional psychology; Supervision re: formal and informal evaluation of instruction	Principal; Assistant Principals	O-G
(8) Communicate School Focus (Principal)	8. Submission of CAPES Project to professional community, e.g., Educational Resources Information Center Clearinghouse on Educational Management (ERIC); Orientation of faculty and students (via meetings and by-class assemblies); Meeting with P.T.S.A. Executive Board; Discussion at P.T.S.A. meetings; Publicity as provided by media, i.e., school publications, local newspapers, etc.	Principal	O-G, beginning Fall, 1983-84 SY
GOAL TWO: INSTRUCTIONAL FOCUS			
(9) Communicate School Focus (Teachers)	9. Publication of tri-yearly Callaway Newsletter mailed to parents and selected audiences; Thunderbolt (school newspaper); L'ESPRIT (school yearbook); See Support Activity 8	Teacher-Sponsors	O-G
(10) Post Slogans	10. Development of "effective school" slogans; Location of slogans at selected points about the CHS complex	Principal; Teachers	O-G, beginning Fall, 1983-84 SY
(11) Exhibit Exemplary Student Work	11. Post outstanding student work at selected sites in the building; Enter student work in competition	Administration; Teachers	O-G
(12) Recognize Personal/ Academic Excellence	12. Establish criteria for CHS "Star Student of the Month" to be selected from each department; Announce "Star Student" to student body	Administration; Department Chairpersons	September, 1983-84

Enabling Objective (Descriptor)	Support Activity	Responsible Party	When
(13) Academic Assemblies	13. Sponsor school assemblies which have an "academic" quality, e.g., competition between academic varsity teams, debates, oratorical presentations, etc.	Administration; Teachers	O-G
(14) High Quality of Instruction (as defined by Carroll, 1963)	14. See Support Activity 1	Administration; English/mathematics Teachers (others as attracted to Carroll's Model)	O-G, beginning Fall, 1983-84 SY (experimental basis)
GOAL THREE: ORDERLY, SAFE ENVIRONMENT			
(15) Positive Feelings Regarding Learning	15. Teacher expressions of confidence in students' abilities to learn; Orientation of students (esp. in English and mathematics) to a mastery learning strategy, i.e., high expectations for pupil mastery of objectives (in CBOK), criterion-referenced "formative" and "summative" evaluation, and "learning correctives" (Summative Tests are equivalent to "Unit Tests" in CBOK)	Teachers	O-G
(16) Responsibility for all Students	16. Supervision of students on a consistent and daily basis and as assigned; Implementation of the Callaway Code of Conduct	Administration; Teachers	O-G
(17) "Signs" of Facility Neglect	17. Identification of "signs" of facility neglect; Repair/Replace broken windows, water fountains, etc.	All Certified and Classified Personnel	O-G
(18) Make Known Standards of Student Behavior	18. Development of Callaway Code of Conduct; Dissemination of Code to students and parents via posted documents, Callaway Newsletter, P.T.S.A. Meetings, etc.	Administration; Teachers; Parents; Students	Develop: Summer 1983; Dissemination: Fall, 1983-84 and subsequent SYs

Enabling Objective (Descriptor)	Support Activity	Responsible Party	When
(19) Classroom "Norms"	19. Post individual classroom procedures in addition to the Callaway Code of Conduct	Teachers	O-G
GOAL FOUR: HIGH TEACHER EXPECTATIONS OF STUDENTS			
(20) Belief that Most Students Can Learn	20. Adoption of a Mastery Learning View, i.e., that the attainment of mastery in a given subject area is possible for most students -- a research-based concept (see Block & Burns, 1977)	Administration; Teachers	O-G
(21) Increase Time-On-Task and Avoidance of "Downtime"	21. Use of lesson plans based on CBOK content/objectives (see Support Activity 4); Implementation of effective questioning strategies, e.g., direct questioning as a means of lesson review, introduction, and evaluation; Use of "guided practice" and homework assignments; Adherance to Callaway Code of Conduct and classroom procedures; Employment of "time-saving" class management techniques, e.g., seat assignments for roll call purposes, etc.	Teachers	O-G
(22) Mastery-Based Approaches, esp. in "Needs" Areas	22. Activate operating procedures for Mastery Learning, i.e., orient students, teach unit via group-based techniques, give formative test related to CBOK, prescribe learning correctives, administer summative test, i.e., CBOK "unit test"	English/Mathematics Teachers (on experimental basis); Other Teachers as attracted	O-G
(23) Implement CBOK	23. Teach CBOK as revised for 1983-84 SY	Teachers	O-G

Enabling Objective (Descriptor)	Support Activity	Responsible Party	When
(24) Course Syllabi	24. Develop course syllabi according to Checklist for Designing A Course Syllabus (Hymel, 1977) -- Content: Identifying Information, Narrative Description of Subject Matter, Rationale, Goals, Prerequisites, Outline of Units, Instructional Methods, Major Requirements, Resource Materials, Course Schedule, Evaluation Plan, Course Evaluation Form (Optional)	English/Mathematics Teachers (others as attracted)	Fall, 1983-84 SY (O-G as needed)
(25) Homework	25. Emphasize written homework, esp. in "basic skills" curricula via weekly homework assignments; Establish Callaway Network for Effective Home Study (CNEHS) via phone bank and parental contracts, i.e., agreement to to encourage son/daughter to complete homework assignments by providing adequate time, space, and resources; Initiate "homework notebook" concept	English/Mathematics Teachers (others); CNEHS Coordinators (to be selected); Principal (see letter to parent/guardian dated August 22, 1983 -- Appendix D)	O-G, beginning Fall, 1983-84 SY
(26) "Random Recitation"	26. Inform students of questioning techniques; Devise means to ascertain questioning of all students during each approximate 5-day period of class time	Teachers	O-G

Enabling Objective (Descriptor)	Support Activity	Responsible Party	When
(27) Communication with Parents Regarding Student Progress	27. See Support Activity 25 (CNEHS); Initiate "Check for Progress" Nights at CHS (e.g., 7p.m. - 9p.m. -- one per each 9-wk. grading period) -- Invite parents via school and local media (Note: "Check for Progress" Nights to be used in conjunction with "Interim Reports" of JMSSD)	Administration; Teachers	O-G

GOAL FIVE: USE OF MEASURES OF PUPIL ACHIEVEMENT AS THE BASIS FOR PROGRAM EVALUATION

(28) Value of Testing/ Procedures	28. See Support Activity 1(f)	Administration; Teachers; Guidance Counselors; Instructional Assistant; Consultant(s)	O-G
(29) Sensitize Students	29. Classroom instruction as to role of testing in schools and society as well as guidance in "test-taking" skills; Large group instruction as required	Administration; Teachers; Guidance Counselors	O-G
(30) Program of Student Assessment	30. Establish norm-referenced standardized test program for (a) all 12th grade students, and (b) all incoming 10th graders; Develop criterion-referenced tests as a means of (a) effecting a mastery learning strategy, and (b) evaluating mastery of CBOK objectives (via unit tests)	Administration; Teachers; Guidance Counselors; Instructional Assistant; Consultant(s)	O-G, with NRT program to begin in Fall, 1983-84 SY (12th: Comprehensive Tests of Basic Skills; 10th: Test of Cognitive Skills/Comprehensive Tests of Basic Skills)

Evaluation of Action Plan

GOAL ONE: ADMINISTRATIVE LEADERSHIP

Enabling Objective (Descriptor)	How	When	By Whom
(1) Inservice Training	Questionnaire(s) (Faculty)	On-Going	Principal; Instructional Assistant; Consultant(s)
(2) "Academic Press"	Questionnaire (Faculty); Supporting documents, e.g., guidelines	O-G, End-of-School-Years, i.e., 1983-84, 1984-85, 1985-86	Principal; Departmental Chairs; Shared Governance Committee
(3) Time-On-Task	Questionnaire (Faculty); Supporting documents, e.g., school calendar of events during school day; Observation	O-G	Principal; Assistant Principals
(4) Monitor CBOK	Questionnaire (Faculty); Formal Evaluation; Informal Observation	O-G	Principal; Assistant Principals; Instructional Assistant (not involved in formal evaluation of instruction)
(5) Visibility	Questionnaire (Faculty)	O-G	Principal
(6) Instructional Problems	Questionnaire (Faculty)	O-G	Principal
(7) Alternative Ways to Teach	Questionnaire (Faculty)	O-G	Principal
(8) Communicate School Focus (Principal)	Supporting documents, e.g., publications re: CAPES; Questionnaires (Faculty and Community)	O-G	Principal

GOAL TWO: INSTRUCTIONAL FOCUS

Enabling Objective (Descriptor)	How	When	By Whom
(9) Communicate School Focus (Teachers)	Questionnaire (Students, randomly surveyed)	O-G	Principal; Teachers
(10) Post Slogans	Observation	O-G	Administration; Teachers; Guidance; Classified Personnel; Students; Parents; Community-at-large
(11) Exhibit Exemplary Student Work	Observation; Log of work displayed	O-G (Obs.); End-of-Year (Log)	Everyone; Assistant Principal (Log)
(12) Recognize Personal/ Academic Excellence	Supporting Documents, e.g., criteria for "Star Student" Log of Recognized persons	September, 1983-84 SY	Administration; Teachers
(13) Academic Assemblies	Questionnaire (Faculty, Random survey of students)	O-G, End-of-Year	Principal
(14) High Quality Instruction (as defined by Carroll, 1963)	Questionnaire (Faculty, Random survey of students); Achievement data on students, esp. in "basic skills"	O-G, End-of-Year	Principal; Climate Committee on Student Achievement (see Appendix A)
GOAL THREE: ORDERLY, SAFE ENV.			
(15) Positive Feelings Regarding Learning	Questionnaire (Faculty, Random survey of students); Observation	O-G, End-of-Year	Principal
(16) Responsibility for all Students	Questionnaire (Faculty); Observation	O-G Observation; End-of-Year Survey	Principal; Assistant Principals
(17) "Signs" of Facility Neglect	Observation	O-G	Everyone

Enabling Objective (Descriptor)	How	When	By Whom
(18) Make Known Standards of Student Behavior	Observation; Supporting documents, e.g., Callaway Code of Conduct	O-G	Principal; Assistant Principals; Teachers; Student Government
(19) Classroom "Norms"	Observation; Supporting documents, e.g., Posted class rules	O-G	Principal; Assistant Principals
GOAL FOUR: HIGH TEACHER EXPECTATIONS OF STUDENTS			
(20) Belief that Most Students Can Learn	Questionnaire (Faculty); Observation; No. of Teachers Employing Mastery-Based Techniques	O-G	Principal; Assistant Principals
(21) Increase Time-On-Task and Avoidance of "Downtime"	Formal Evaluation; Informal Observation	O-G	Principal; Assistant Principals
(22) Mastery-Based Approaches, esp. in "Needs" Areas	See (14)	See (14)	Administration; Departmental Chairs (esp. English/Math)
(23) Implement CBOK	Formal Evaluation; Informal Observation	O-G	Administration; Instructional Assistant (not involved in formal evaluation)
(24) Course Syllabi	Evaluation of course syllabi and instructional design skills	O-G	Principal; Departmental Chairs in English and Mathematics Instructional Assistant
(25) Homework	Questionnaire (Faculty, Random survey of students and parents); No. of returned parent agreements; Log of phone calls to the home	O-G, End-of-Year	Principal; Coordinator of Callaway Network for Effective Home Study (CNEHS)

Enabling Objective (Descriptor)	How	When	By Whom
(26) "Random Recitation"	Formal Evaluation; Informal Observation; Questionnaire (Faculty)	O-G	Principal; Assistant Principals
(27) Communication with Parents Regarding Student Progress	See Item (25) on page 17; No. of parents attending "Check for Progress" Nights	O-G	Principal; Coordinators, CNEHS
GOAL FIVE: USE OF MEASURES OF PUPIL ACHIEVEMENT AS THE BASIS FOR PROGRAM EVALUATION			
(28) Value of Testing/ Procedures	Questionnaire (Faculty); Observation	O-G	Principal; Assistant Principals
(29) Sensitize Students	Questionnaire (Students)	End of each Fall	Principal
(30) Program of Student Assessment (esp. in "Basic Skills")	"Combination Testing," i.e., Test of Cognitive Skills, 1981/Comprehensive Tests of Basic Skills, 1981; Achievement Testing only, i.e., CTBS	O-G, with Combination Testing beginning in Fall 1983-1984 for all incoming 10th grade students/ Achievement Testing only for all 12th grade students	Principal; Guidance Counselors; Teachers

Final Comments

At the end of the 1985-1986 school year, significant improvement in the areas of (a) student achievement, (b) student conduct, (c) growth of professional staff, and (d) parental involvement should have occurred at Callaway High School. The fifth area of school climate, i.e., student activities, should have been enhanced in terms of quality of participation and programs offered students. These areas of climate concern are shown in Appendices A and B. Collection of relevant data found in these appendices will be maintained over the next three school years.

An answer to the following question should be provided at the culmination of CAPES: "Do Edmonds' correlates produce a positive impact upon student

achievement when adapted to an urban public high school?" Furthermore, student performance in the "needs" areas of English and mathematics can be closely monitored as the result of CAPES' attention to inservice training at the school site, CBOK, mastery learning, home study program, and a systematic program of evaluation of pupil learning outcomes.

Finally, the challenge to the faculty, staff, and administration of Callaway High School can be found in the words which follow:

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether we do it must finally depend on how we feel about the fact that we haven't so far.

--Edmonds

*Budget

1983-1984 School Year

Norm-Referenced Standardized Test Program for 10th and 12th Grade Students (See GOAL FIVE, Enabling Objective 30)

Comprehensive Tests of Basic Skills, Lvl. J Reusable Test Books (complete achievement battery for language arts, reading, mathematics, social studies, science, reference skills, and spelling) -- 7 pkgs. @ 37.10 ea.	$259.70
Test of Cognitive Skills, Lvl. 5 Reusable Test Books (aptitude battery for memory, sequences, analogies, and verbal reasoning) -- 11 pkgs. @ 18.90 ea.	207.90
CompuScan Answer Sheets for TCS/CTBS -- 15 pkgs. @ 10.00 ea. . . .	150.00
Scoring:	
10th Grade -- Basic Service (Group Norms) for TCS/CTBS, approx. 350 students @ 1.01 ea.	353.50
10th Grade -- Objectives Mastery Report for CTBS, approx. 350 students @ .32 ea.	112.00
12th Grade -- Basic Service (Group Norms) for CTBS, approx. 350 students @ .71 ea.	248.50
12th Grade -- Objectives Mastery Report for CTBS, approx. 350 students @ .32 ea.	112.00
Callaway Newsletter Tri-Yearly Mailout (see GOAL TWO, Enabling Objective 9)	690.00
Reproduction of Callaway Code of Conduct for Distribution to Students et al. (see GOAL THREE, Enabling Objective 18), 1500 sheets @ .10 ea.	150.00
Consultant(s) (see GOAL ONE, Enabling Objectives 1 and 7) including Dr. Glenn M. Hymel, Director of Loyola Center for Educational Improvement, New Orleans, Louisiana	1,500.00
TOTAL	$3,783.60

*The budget for SYs 1984-1985 and 1985-1986 will be developed during the preceding summers.

Appendix A

Callaway High School:
A Study of Organizational Climate
(An Outline for the Collection of Relevant Data)

CALLAWAY HIGH SCHOOL:
A STUDY OF ORGANIZATIONAL CLIMATE[1]

I. Callaway Questionnaire: An Examination of the Beliefs and Attitudes of Professional Staff

II. Student Achievement

A. Differential Aptitude Results for the SYs 1980-81, 1981-82, 1982-83 for Entering Tenth Graders -- S. Dyess

B. Average ACT Scores for SYs 1980-81, 1981-82, 1982-83 -- T. Anthony

C. Grade Point Average for 10th, 11th, and 12th Graders for each of the SYs 1980-81, 1981-82, 1982-83 -- E. Anderson, V. Holder, S. Dickson, E. Quinn, M. Watts, L. Myricks, others

D. Number of National Achievement Semi-Finalists and Finalists for SYs 1980-81, 1981-82, 1982-83 -- T. Anthony

III. Student Activities

A. Athletics (Number of Participants for SYs 1980-81, 1981-82, 1982-83)

1. Football -- C. Allman
2. Basketball -- R. Moore
3. Baseball -- R. Sills
4. Track -- T. McBeth
5. Softball -- R. Sills
6. Tennis -- C. Allman
7. Golf -- W. Lea
8. Volleyball -- O. Jenkins
9. Soccer -- T. McBeth
10. Intramural Sports -- A. Jackson
11. Other -- A. Jackson

B. Student Government

1. Number of Candidates (SYs 1980-81, 1981-82, 1982-83)

a. Student Body President, Vice-President, Secretary -- D. Terry & A. Booth

b. 10th, 11th, 12th Grade Officers -- D. Terry & A. Booth

2. Number of Student Council Members for Last Three SYs, i.e., 1980-81, 1981-82, 1982-83

C. Student Organizations (Number of Students Involved for SYs 1980-81, 1981-82, 1982-83)

1. National Honor Society -- D. Jones
2. Mu Alpha Theta -- J. Deloach
3. L'ESPRIT (annual) -- S. Magee
4. Thunderbolt (newspaper) -- T. Rees
5. DECA -- G. Hutson
6. Junior Achievement -- D. Moore
7. Postscript (literary magazine) -- L. Fizer
8. Quill and Scroll -- V. Holder
9. FBLA -- D. Haynes
10. Thespians (Drama Club) -- S. Bowden
11. J.R.O.T.C. -- C. Blakely
12. Band -- C. Wells
13. Callaway Singers -- T. Sullivan
14. Cheerleaders -- T. Rees
15. Chargettes -- G. Cloer
16. Flag and Rifle Corps -- C. Wells
17. Other -- B. Stevens

IV. Student Conduct

A. Average Daily Attendance for SYs 1980-81, 1981-82, 1982-83 -- P. Samuel

B. Number of Suspensions/Expulsions for Last Three SYs -- T. Johnson

V. Growth of Professional Staff

A. Average Number of Inservice Points for SYs 1980-81, 1981-82, 1982-83 -- V. Lowe

B. Degrees Earned Among Faculty (Percent in Each Category) -- C. Adams

1. B.A./B.S.
2. M.Ed./M.A./M.S./M.A.E./M.A.T./M.Bus.Ed./M.C.S./M.M.E./M.S.E./M.L.S.
3. Ed.S.
4. Other

C. Other Pertinent Professional Growth Data -- S. Wicks, A. Jackson, D. Silas, M. Adams, L. Myricks, R. Wansley, L. Chancellor, C. McNeel

VI. Parental Involvement

A. Membership in Parent-Teacher-Student Association for SYs 1980-81, 1981-82, 1982-83

B. PTSA-Sponsored Activities for Last Three SYs (List)

C. Attendance of Parents at Back-to-School Nights and Similar Events -- E. Myles, D. Moore, M. Watts, E. Brown

[1]Organizational climate, in the context of Callaway High School, may be defined as: The prevailing or normative conditions which we seek to be relatively enduring over time and which can be used to distinguish our environment from another. Note: This definition of school climate is adapted from Improving School Climate (cf. Edgar A. Kelley, p. 2, 1980).

Kelley, E. A. Improving school climate: Leadership techniques for educators. Reston, Va.: National Association of Secondary School Principals, 1980.

In a survey of faculty opinion conducted on April 29, 1983, 94% of the Callaway faculty indicated agreement to strong agreement re: the above definition of school climate.

ALL INFORMATION WILL BE TURNED IN TO MRS. MOHLE AND MRS. DONNELL BY MAY 24, 1983, FOR COMPILATION.

Appendix B

Callaway High School:
A Study of Organizational Climate
(A Report of Collected Data)

An Introductory Note

A study of the organizational climate of Callaway High School was initiated by the school's administration on May 3, 1983. At that time, An Outline for the Collection of Relevant Data was presented to facilitate data collection procedures in the areas of (a) student achievement, (b) student activities, (c) student conduct, (d) growth of professional staff, and (e) parental involvement. Different faculty members were assigned various tasks in order to formulate this work--A Report of Collected Data. Each of the areas investigated constitutes one of the elements of concern to school leaders (teachers and administrators) as adopted from Edgar Kelley's (1980) work: Improving School Climate: Leadership Techniques for Educators.

In a survey of opinion conducted on April 29, 1983, 94% of the Callaway faculty indicated "Agreement" to "Strong Agreement" regarding the following definition of school climate: "The prevailing or normative conditions which we seek to be relatively enduring over time and which can be used to distinguish our environment from another." The data that follow make up one component needed to help the professional staff of the school detect present conditions. A Questionnaire (survey, 4/29/83) revealed the actual beliefs and attitudes of professionals who work at Callaway High School as regards issues of educational importance, especially those of relevance to the "more effective schools" research of Edmonds (1979).[1]

The discrepancies now existing between the beliefs and attitudes of CHS faculty members (questionnaire) and current prevailing conditions (study of organizational climate) represent, in at least a micro-sense, the "needs" of the school, i.e., the difference between what "should be" and "what is." A plan of action is the goal of any school seeking to improve its climate (with an emphasis on academic achievement) (see Note 1). Such a plan has been suggested: Callaway Action Plan for an Effective School (CAPES).

To realize CAPES, departmental chairpersons will be called upon during the summer of 1983 to meet with the administration to help construct this mechanism for school improvement. This document, with all data entered, is but one which will assist in this process.

GSM
6/6/83

Reference Note

1. Lawrence, J. "The main goal of school climate is to raise the achievement level of students." Quote from presentation entitled "School Climate" made at the Ninth Annual Management Conference of the Jackson Public Schools, Jackson, Mississippi, March 1983.

References

Edmonds, R. A discussion of the literature and issues related to effective schooling. Volume 6. St. Louis: CEMREL, Inc., 1979. see also:

Edmonds, R. Programs of school improvement: An overview. Educational Leadership, 1982, 40, 4-11.

Kelley, E. A. Improving school climate: Leadership techniques for educators. Reston, Va.: National Association of Secondary School Principals, 1980.

Footnote

[1]Related to school effectiveness research is the concept of "academic press." Murphy et al. (1982) define the concept to mean ". . . the degree to which environmental forces press for student achievement on a schoolwide basis" (p. 22). It brings together school policies, practices, expectations, norms, and rewards generated by staff and students.

Murphy, J. F., Weil, M., Hallinger, P., & Mitman A. Academic press: Translating high expectations into school policies and classroom practices. Educational Leadership, 1982, 40, 22-26.

CALLAWAY HIGH SCHOOL:
A STUDY OF ORGANIZATIONAL CLIMATE

A Report of Collected Data

CLIMATE CONCERN: STUDENT ACHIEVEMENT

Differential Aptitude Test (DAT) Results (Tenth Grade)

Mean Percentiles in Five-Point Intervals (Verbal Reasoning + Numerical Ability)(1)

		Male	Female
1980-81 N=394	JMSSD	30	30
	C.H.S.	30	30
1981-82 N=314	JMSSD	30	30
	C.H.S.	35	30
1982-83 N=333	JMSSD	30	30
	C.H.S.	35	30

American College Test (ACT) Results

Mean Composite Scores (CS) and Related Percentiles (%tiles) (Norms Based on Students Attending 4-Year Public Colleges)(2)

		Male	Female	Total
1980-81 N=375	(CS)	15.1	14.7	14.9
	(%tile)	37	31	31
1981-82 N=378	(CS)	14.5	14.0	14.2
	(%tile)	31	31	31
1982-83 N=270	(CS)	14.0	13.1	13.6
	(%tile)	23	25	24

ACT Results cont'd

Mean Standard Scores (SS) and Related Percentiles (%tiles) in English (Norms Based on Students Attending 4-Year Public Colleges)

		Male	Female	Total
1980-81	(SS)	14.2	15.4	14.9
	(%tile)	35	30	31
1981-82	(SS)	14.0	15.1	14.6
	(%tile)	35	30	31
1982-83	(SS)	13.7	14.4	14.2
	(%tile)	26	25	26

Mean Standard Scores (SS) and Related Percentiles (%tiles) in Mathematics (Norms Based on Students Attending 4-Year Public Colleges)

		Male	Female	Total
1980-81	(SS)	13.4	12.6	12.9
	(%tile)	31	41	33
1981-82	(SS)	12.6	11.0	11.7
	(%tile)	26	35	29
1982-83	(SS)	11.6	10.3	10.8
	(%tile)	23	29	26

Grade Point Average (4-Point Scale) Per Each Grade Level

10th	CDC	Electives	*Academic	Combined
1980-81 N=336	None	2.56	1.96	2.11
1981-82 N=255	2.50	2.46	1.87	2.04
1982-83 N= 378	2.12	2.51	1.70	1.95

GPA cont'd

11th	CDC	Electives	*Academic	Combined
1980-81 N=393	3.00	2.40	1.94	2.13
1981-82 N=334	2.88	2.58	1.89	2.13
1982-83 N=297	2.07	2.61	1.82	2.09
12th				
1980-81 N=364	2.88	2.61	2.05	2.27
1981-82 N=391	2.67	2.48	1.85	2.13
1982-83 N= 369	2.74	2.63	1.81	2.17

*Academic (ENG,MATH,S.S.,SCI)

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) Results

Mean Selection Index Scores (SIS), Mean Percentiles (%tiles), and Number of Semi-Finalists/Finalists

	SIS (3)	%tile	NMSF/F (4)	NASF/F (5)
1980-81 N=104	114	36	3/1	6/6
1981-82 N=93	114	36	1/1	4/1
1982-83 N=63	113	33	3/3	2/2

CLIMATE CONCERN: STUDENT ACTIVITIES

Athletics

	Number of Participants		
	1980-81	1981-82	1982-83
Football	74	76	69
Basketball (M)	20	20	20
Basketball (F)	22	22	22
Baseball	29	30	32
Track	35	37	42
Softball	24	22	20
Tennis	16	16	12
Golf	12	11	8
Volleyball	24	24	26
Soccer	21	13	25
Intramural			
Basketball	30	25	30
Volleyball	--	--	36

Student Government

	Number of Participants (Candidates)		
	1980-81	1981-82	1982-83
President,SB	N/A	1	4
Vice-Pres.,SB	N/A	2	4
Secretary,SB	N/A	2	1
Sr. Class President	N/A	5	2
Sr. Class V.-P.	N/A	3	5
Sr. Class Sec.	N/A	2	3

Student Government cont'd

	Number of Participants (Candidates) 1980-81	1981-82	1982-83
Jr. Class Pres.	N/A	6	2
Jr. Class V.-P.	N/A	3	3
Jr. Class Sec.	N/A	4	4
So. Class Pres.	N/A	3	3
So. Class V.-P.	N/A	3	2
So. Class Sec.	N/A	2	2
Members, St. Co.	Approx. 55	Approx. 65	60

Student Organizations

	Number of Participants 1980-81	1981-82	1982-83
National Honor Society	55	41	63
	(Note: Required GPA for Acceptance in NHS for SYs 1980-81 and 1981-82 was 3.40. Current requirement is a GPA of 3.00.)		
Mu Alpha Theta	57	36	24
L'ESPRIT (annual)	24	32	44
Thunderbolt (newspaper)	20	18	18
DECA	64	51	46
Jr. Achievement	100	100	100
Postscript (literary magazine)	15	19	7
Quill and Scroll	19	9	18
FBLA	--	66	60
Thespians (Drama Club)	10	13	31
J.R.O.T.C.	215	252	286
Band	88	99	95
Callaway Singers	80	62	67

Student Organizations cont'd

	Number of Participants		
	1980-81	1981-82	1982-83
Cheerleaders	14	12	11
Chargettes	29	30	30
Flag and Rifle Corps	23	20	18

CLIMATE CONCERN: STUDENT CONDUCT

Average Daily Attendance

	1980-81	1981-82	1982-83
	1,294	1,006	1,003
Enrollment	1355/1298	1254/1157	1096/1064

Number of Suspensions/Expulsions

	1980-81	1981-82	1982-83
1 - 5 days	100	88	71 (not complete)
6 - 20 days	7	8	3
20+ days	0	1	1
Expulsions	6	2	1

CLIMATE CONCERN: GROWTH OF PROFESSIONAL STAFF

Average Number of Inservice Points (Jackson Public Schools) for 1980, 1981, 1982

1980: 67.2

1981: 72.6

1982: 73.1

3-Year Average: 70.97

JPS Average: 63 (Six Senior Highs + Career Development Center)

Degrees Earned Among Faculty (Percent in Each Category)

B.A.	23.636%
B.S.	72.727%
B.S.C.	1.818%
B.Mus.Ed.	3.636%
Total	101.817% (one teacher has both a B.A. and B.S.)
M.A.	23.636%
M.S.	18.181%
M.Ed.	20.000%
M.A.E.	1.818%
M.A.T.	1.818%
M.Bus.Ed.	1.818%
M.C.S.	1.818%
M.L.S.	1.818%
M.M.E.	1.818%
M.S.E.	1.818%
Total	74.543%
Ed.S.	7.272%
AAA Certificate, but no Ed.S. Degree	16.363%

Note: The above percentages exclude J.R.O.T.C. teachers, instructional assistant and administrators.

CLIMATE CONCERN: PARENTAL INVOLVEMENT

Parent-Teacher-Student Association Membership

1980-81	1981-82	1982-83
200	135	205

P.T.S.A.-Sponsored Activities

1980-81: May Day, Honors Tea, Teacher Appreciation Day

1981-82: Honors Tea

1982-83: Dance, Teacher Appreciation Days (2), Honors Tea

Attendance of Parents at Back-to-School Nights

1980-81: Approx. 175-200 parents present

1981-82: Approx. 175-200 parents present

1982-83: Aprrox. 175-200 parents present

Other Parent-Related Attendance

1981-82: Junior High Night -- Approx. 75-100 parents present

1982-83: Soul Supper -- Approx. 300 present (includ. students)
Hamburger Bash -- Approx. 500 present (includ. students)
Spaghetti Supper -- 600-700 present (includ. students)

Notes

(1) Differential Aptitude Test (The Psychological Corporation)

Verbal Reasoning: "Ability to reason with words, to understand and use concepts expressed in words. Important in academic courses; also in jobs requiring much written or oral communication and jobs involving high levels of authority and responsibility."

Numerical Ability: "Ability to reason with numbers, to deal intelligently with quantitative materials and ideas. Generally important in school work--but especially for such fields as mathematics, chemistry, physics, and engineering. Useful in such jobs as engineer, laboratory technician, statistician, shipping clerk, carpenter, navigator, etc."

Verbal Reasoning + Numerical Ability: "General scholastic aptitude--ability to learn from books and lectures, to master school subjects. Indicative also of potential for jobs of more than ordinary responsibility. This score is the equivalent in meaning of 'mental ability' scores on most traditional group tests of 'intelligence.'"

(2) American College Test (The American College Testing Program)

The ACT Composite Score Includes: English, Mathematics, Social Studies, and Natural Science.

(3) PSAT/NMSQT (National Merit Scholarship Corporation)

The PSAT/NMSQT Selection Index Score Includes:
(a) Verbal Abilities: Antonyms, Sentences, Analogies, Reading Comprehension, and
(b) Mathematical Abilities: Regular Mathematics, Quantitative Comparisons

(4) National Merit Semi-Finalists/Finalists (includes all students)

(5) National Achievement Semi-Finalists/Finalists (includes outstanding black students only)

Appendix C

Q U E S T I O N N A I R E

April 29, 1983

Dear Colleague:

Please take a few minutes to respond to the attached questionnaire. Your thoughts as to the issues presented herein constitute an essential variable in our efforts to improve what we do as educators at Callaway High School.

When you have completed the questionnaire, place it face down in the box labeled "QUESTIONNAIRE" located on Mrs. Driscoll's desk. If at all possible, complete this item today in order to facilitate weekend tabulation of the results.

I would prefer that you not identify yourself on the instrument.

Thank you,

Gary Mathews

Gary S. Mathews

Attach

/gsm

Note: Results will be shared at next Tuesday's faculty meeting.

QUESTIONNAIRE

Please respond to the following education-related positions as presented during the faculty meeting of last Tuesday, April 26, 1983. If you were not present, you should not feel obliged to respond. However, your reaction is welcomed.

Response Scale:
(Circle your response following each statement.)

Strongly Agree -- 5
Agree -- 4
Undecided -- 3
Disagree -- 2
Strongly Disagree -- 1

1. Given the following definition of "school climate," it is important for the faculty to work at achieving its tenets: <u>The prevailing or normative conditions at Callaway High School which we seek to be relatively enduring over time and which can be used to distinguish our environment from another.</u>

	5	4	3	2	1		5	4	3	2	1	
f =	27	17	3	0	0	% =	58	36	6	0	0	$\bar{X}$ = 4.51

2. Time-on-task is an important determinant of student learning.

	5	4	3	2	1		5	4	3	2	1	
f =	45	9	0	0	0	% =	83	17	0	0	0	$\bar{X}$ = 4.83

3. The teacher, as instrumental cause of student learning, must provide tangible evidence that instruction has been planned, implemented, and evaluated in a professional manner.

	5	4	3	2	1		5	4	3	2	1	
f =	40	13	0	1	0	% =	74	24	0	2	0	$\bar{X}$ = 4.70

4. The student, as primary cause of his or her own learning, shares with the teacher responsibility for the total teaching/learning act.

	5	4	3	2	1		5	4	3	2	1	
f =	46	8	0	0	0	% =	85	15	0	0	0	$\bar{X}$ = 4.85

5. Schools which attain high levels of student achievement have teachers and administrators who have a strong commitment to high expectations for students in terms of personal conduct and learning.

	5	4	3	2	1		5	4	3	2	1	
f =	47	7	0	0	0	% =	87	13	0	0	0	$\bar{X}$ = 4.87

6. Schools with effective learning environments enjoy professional staffs which accept responsibility for achieving stated goals.

	5	4	3	2	1		5	4	3	2	1	
f =	43	11	0	0	0	% =	80	20	0	0	0	$\bar{X}$ = 4.80

7. Schools with less-than-adequate levels of student learning may suffer from complacency and acceptance of the "status quo."

	5	4	3	2	1		5	4	3	2	1	
f =	32	19	3	0	0	% =	59	35	6	0	0	$\bar{X}$ = 4.54

8. What schools were primarily built to do, and what they are capable of doing best, is to develop a student's cognitive competence.

	5	4	3	2	1		5	4	3	2	1	
f =	25	25	4	0	0	% =	46	46	8	0	0	$\bar{X}$ = 4.39

QUESTIONNAIRE

Response Scale:

Strongly Agree -- 5
Agree -- 4
Undecided -- 3
Disagree -- 2
Strongly Disagree -- 1

9. Students will feel "good" about themselves if they are learning.

	5	4	3	2	1		5	4	3	2	1	
f =	35	18	1	0	0	% =	65	33	2	0	0	$\bar{X}$ = 4.63

10. Most students can learn most of what we teach them!

	5	4	3	2	1		5	4	3	2	1	
f =	23	27	3	1	0	% =	43	50	5	2	0	$\bar{X}$ = 4.33

11. Most teachers, guidance counselors, administrators, and other instructional support personnel want to learn new ways of looking at and performing their jobs.

	5	4	3	2	1		5	4	3	2	1	
f =	25	19	6	4	0	% =	46	35	11	8	0	$\bar{X}$ = 4.20

12. Schools were not created to teach the things that come naturally.

	5	4	3	2	1		5	4	3	2	1	
f =	19	20	7	7	0	% =	36	38	13	13	0	$\bar{X}$ = 3.96

13. Education is life, not a preparation for life!

	5	4	3	2	1		5	4	3	2	1	
f =	17	16	5	8	7	% =	32	30	10	15	13	$\bar{X}$ = 3.53

14. Educators should look to a student's intentions rather than to a student's deeds.

	5	4	3	2	1		5	4	3	2	1	
f =	8	10	6	17	12	% =	15	18	12	32	23	$\bar{X}$ = 2.72

15. A consistent emphasis on homework and study is important in improving the quality of learning in a school.

	5	4	3	2	1		5	4	3	2	1	
f =	39	13	1	0	1	% =	73	23	2	0	2	$\bar{X}$ = 4.65

16. Acquisition of "basic skills" (e.g., in the areas of reading, language arts, and mathematics) is an important goal for current high schools to foster in students.

	5	4	3	2	1		5	4	3	2	1	
f =	34	14	2	3	1	% =	63	26	4	5	2	$\bar{X}$ = 4.43

17. An effective school administrator is one who seeks program improvement, sets high standards, frequently observes classrooms, and creates incentives for learning.

	5	4	3	2	1		5	4	3	2	1	
f =	34	16	2	1	0	% =	64	30	4	2	0	$\bar{X}$ = 4.57

18. It is important for educators to monitor pupil progress by means of nationally-recognized standards of performance as exemplified by norm-referenced tests.

	5	4	3	2	1		5	4	3	2	1	
f =	21	22	10	1	0	% =	39	41	19	1	0	$\bar{X}$ = 4.17

Appendix D

(Letter to Parent/Guardian)

C A L L A W A Y
High School

August 22, 1983

Dear Parent or Guardian:

The faculty and administration of Callaway High School have initiated a program of school improvement known as the Callaway Action Plan for an Effective School (CAPES). Based on a "needs" assessment conducted near the end of the last school year, we are convinced that student achievement should be given top priority in 1983-1984. Thus, the main goal of CAPES will be to increase student learning at Callaway High School through mastery of the objectives found in the Jackson Public Schools' Common Body of Knowledge (CBOK).

As a part of CAPES, we are urging parents to encourage their sons and daughters to study more! Specifically, we ask your cooperation in providing adequate time, space, and resources for your student to do his or her homework. Homework will be of special importance during the 1983-1984 school year due to a more rigorous grading system recently adopted by the school system.

From the standpoint of the school, we are prepared to establish a phone bank (Callaway Network for Effective Home Study) to assist Callaway teachers in notifying parents when and if their sons or daughters fail to complete assigned homework. Additionally, we will be asking each student to purchase a separate homework notebook in order that he or she can record written descriptions of all homework assigned for a particular date. English and mathematics teachers will be assigning homework at least three nights per week during an uninterrupted regular school week. Other teachers will also assign homework on a regular basis.

If you are willing to encourage your son or daughter to complete his or her homework assignments, please fill out the attached form and send it to the school by way of your student on or shortly after September 1, 1983. Your son or daughter should return the form to his or her first period teacher. (The first period teacher will turn the forms into one of the coordinators of the Callaway Network for Effective Home Study to become a part of school records.)

We look forward to an outstanding '83-'84 school year. We are determined, with the aid of our parents, to increase the learning of all Callaway students. We owe them our best of efforts!

Sincerely,

Gary Mathews

Gary S. Mathews, Ph.D.
Principal

Attachment

C A L L A W A Y
High School

1983-1984

PARENT/GUARDIAN REPLY FORM

Please check one of the below and have your son or daughter return this form to his or her first period teacher on or shortly after September 1, 1983.

____ YES, I will encourage my son/daughter to complete all homework assignments by providing adequate time, space and resources.

____ NO, I do not feel that I can provide adequate time, space and resources for my son/daughter to complete all homework assignments.

_____
Signature of Parent/Guardian

_____
Name of Son/Daughter

COMMENTS:

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2. Lawrence, J. Postulates of effective schools. Paper developed from the Ninth Annual Management Conference of the Jackson Municipal Separate School District, Jackson, Mississippi, March 1983. (see section entitled "School Climate")

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5. Brophy, J. Classroom organization and management. Paper presented at a National Invitational Conference sponsored by The National Institute of Education, Warrenton, Virginia, February 1982.

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Footnotes

[1]The student as "primary cause of his or her own learning" is an essential component of Thomistic epistemology, i.e., truth as derived at by Thomas Aquinas.

[2]Inservice points are awarded to individual teachers for participating in activities approved by the Jackson Municipal Separate School District. Points indicated here were provided by the Office of the Director of Staff Development, Jackson Public Schools.

[3]CBOK or "Common Body of Knowledge" refers to the curriculum (and management system) developed by and utilized in the Jackson Public Schools. It specifies what is to be taught in each subject area and grade level.

[4]CBOK consists of (a) program designs (or outlines of course content), (b) objectives (pupil performance), (c) resources and activities, and (d) evaluation items.

[5]Recommendation C, Number 1 of the National Commission on Excellence in Education reads: "Students in high schools should be assigned far more homework than is now the case."

[6]Extended (learning) time, as defined in the Jackson Public Schools, refers to providing students with additional time to master the objectives of CBOK, e.g., via summer programs of study.

[7]Current standardized tests utilized at Callaway High School do not fall into the category of achievement tests per se. Instead, they are more "aptitude-oriented."

[8]The concept of "anticipated achievement" was first introduced by CTB/McGraw-Hill (California Test Bureau). It allows the evaluator to examine a student's "anticipated achievement" vis-a-vis the student's "obtained achievement." This is accomplished through the administration of an "aptitude" test in combination with an "achievement" battery, e.g., Test of Cognitive Skills (APT)/Comprehensive Tests of Basic Skills (ACH). Note: The National Commission on Excellence in Education recommends that "standardized tests of achievement . . . should be administered at major transition points from one level of schooling to another and particularly from high school to college or work." The Comprehensive Tests of Basic Skills will be introduced at Callaway as 10th and 12th grade students will be tested. Only 10th graders will be involved in "combination testing" in order to derive "anticipated achievement" scores.